

# SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



## **Electronic Application Process**

Applicants are **required** to complete and submit the application, including all required attachments to:

[davidsonk1@michigan.gov](mailto:davidsonk1@michigan.gov)

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

## **Contact Information**

All questions related to the preferred provider application process should be directed to:

Kristine Davidson  
Consultant  
Office of Education Improvement & Innovation

OR

Gloria Chapman  
Consultant  
Office of Education Improvement & Innovation

Telephone: (517) 335-4226  
Email: [davidsonk1@michigan.gov](mailto:davidsonk1@michigan.gov)

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers...". To assist LEA's in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA's on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

| <b>Exemplar</b>                                      | <b>Total Points Possible</b> |
|------------------------------------------------------|------------------------------|
| 1. Description of comprehensive improvement services | 25                           |
| 2. Use of scientific educational research            | 15                           |
| 3. Job embedded professional development             | 15                           |
| 4. Experience with state and federal requirements    | 15                           |
| 5. Sustainability Plan                               | 15                           |
| 6. Staff Qualifications                              | 15                           |
| <b>Total Points Possible</b>                         | <b>100</b>                   |
| <b>Minimum Points Required for Approval</b>          | <b>70</b>                    |

**Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.**

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

|           |           |                                                |
|-----------|-----------|------------------------------------------------|
| Section 1 | 15 points |                                                |
| Section 2 | 10 points |                                                |
| Section 3 | 10 points |                                                |
| Section 4 | 10 points |                                                |
| Section 5 | 10 points |                                                |
| Section 6 | 10 points | Section 6 must be completed by all applicants. |

## APPLICATION OVERVIEW

**The Application is divided into four sections.**

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

|                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                             |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>1. Federal EIN, Tax ID or Social Security Number</b>                                                                                                                                                      |  | <b>2. Legal Name of Entity</b>                                                                                                                                                                                                                                                                                                              |             |
| 45-3614289                                                                                                                                                                                                   |  | Competitive Education Solutions                                                                                                                                                                                                                                                                                                             |             |
| <b>3. Name of Entity as you would like it to appear on the Approved List</b>                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                             |             |
| Competitive Education Solutions (CES)                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                             |             |
| <b>4. Entity Type:</b>                                                                                                                                                                                       |  | <b>5. Check the category that best describes your entity:</b>                                                                                                                                                                                                                                                                               |             |
| <input checked="" type="checkbox"/> For-profit<br><input type="checkbox"/> Non-profit                                                                                                                        |  | <input checked="" type="checkbox"/> Business<br><input type="checkbox"/> Community-Based Organization<br><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)<br><input type="checkbox"/> Institution of Higher Education<br><input type="checkbox"/> School District<br><input type="checkbox"/> Other (specify): _____ |             |
| <b>6. Applicant Contact Information</b>                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                             |             |
| Name of Contact<br>Mildred Mason, Ph.D.                                                                                                                                                                      |  | Phone<br>248-842-1886                                                                                                                                                                                                                                                                                                                       | Fax         |
| Street Address<br>44060 Woodward Avenue Suite 200                                                                                                                                                            |  | City<br>Bloomfield Hills                                                                                                                                                                                                                                                                                                                    | State<br>MI |
| E-Mail<br>m.vmason@gmail.com                                                                                                                                                                                 |  | Zip<br>48302                                                                                                                                                                                                                                                                                                                                |             |
|                                                                                                                                                                                                              |  | Website                                                                                                                                                                                                                                                                                                                                     |             |
| <b>7. Local Contact Information</b> (if different than information listed above)                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                             |             |
| Name of Contact                                                                                                                                                                                              |  | Phone                                                                                                                                                                                                                                                                                                                                       | Fax         |
| Street Address                                                                                                                                                                                               |  | City                                                                                                                                                                                                                                                                                                                                        | State       |
| E-Mail                                                                                                                                                                                                       |  | Zip                                                                                                                                                                                                                                                                                                                                         |             |
|                                                                                                                                                                                                              |  | Website                                                                                                                                                                                                                                                                                                                                     |             |
| <b>8. Service Area</b>                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                             |             |
| List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. |  |                                                                                                                                                                                                                                                                                                                                             |             |
| <input checked="" type="checkbox"/> Statewide                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                             |             |
| Intermediate School District(s):                                                                                                                                                                             |  | Name(s) of District(s):                                                                                                                                                                                                                                                                                                                     |             |

## 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☒ Yes

☐ No

What school district are you employed by or serve: Baldwin, Detroit and Westwood Community School Districts.

In what capacity are you employed or do you serve (position title): Monitor, Educational Service Provider

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

### **IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

## SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

**Instructions:** Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

### ***Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)***

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

**Exemplar 1 Narrative Limit: 4 pages (insert narrative here)**

*"Without change there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable."* – William Pollard

Competitive Education Solutions (CES) is dedicated to partnering with failing or underperforming schools and districts and transforming them into highly performing entities that meet the educational needs of all students. CES specializes in providing academic support to urban schools where most of the students lack basic foundational skills in mathematics, reading and literacy. Its mission is to provide academic and leadership support to fragmented and dysfunctional schools and transform them into a cohesive team with shared leadership and accountability by all stakeholders. CES utilizes a systematic data-driven approach based on Effective Schools Second Generation Correlates that, increase academic achievement, enhance/improve culture and climate, increase expectations, improve school structure and improve leadership capacity.

Academic achievement is directly connected to effective instruction, rigorous curriculum, shared leadership and vision. CES accomplishes this task with a focus on individualized support that is sustainable and enhances academic capacity in students, teachers and administrators. The **Data-Driven Initiative Model** provides a systematic guideline based on the nine characteristics of high performing schools, Dufour's Professional Learning Communities and in-depth analyses of students' assessment results that focus on learning (What do students know and are able to do?). These characteristics are based on research originally conducted by Lawrence Lezotte and Ron Edmonds that infuses job-embedded professional development into daily instructional practices that are continuously reinforced by direct coaching interventions, student data utilization and walk-through monitoring.

This process will utilize instructional strategies, and effective practices for instructional planning and decision making. Additional job-embedded professional development and coaching support is provided on a school by school basis based on the needs identified in the **Comprehensive Needs Assessment Process** and those that arise during implementation. Coaching services include follow-up, on-site support for principals, teacher leaders and other instructional staff to facilitate implementation, progress monitoring, and measuring of results. These follow up services have included targeted support from CES content experts to deepen educators' depth of content knowledge and use of research based instructional strategies. In all of these comprehensive engagements, CES ensures that services are linked to evaluating progress based on each school's improvement and redesign plan to help schools exit improvement status and sustain academic, attendance, graduation, and college readiness gains.



## **Supports Systems to ensure student and teacher success**

CES will assist staff in the school improvement and transformation framework via a research-based proven system that utilizes data-driven decision making as its basis. The support services provided to the school that will improve and sustain student achievement include the following:

1. Comprehensive Needs Assessment
2. School wide improvement goals and action plans
3. Improvement of climate and culture
4. Job-embedded professional development that is aligned with the school's comprehensive instructional program (PLCs)
5. Improvement of student engagement and success strategies
6. Discipline and positive behavioral supports
7. Improvement of student support services, community and parent involvement
8. Generation of formative and summative assessments
9. Leadership and governance training
10. Data analysis and the use of data to drive instruction
11. Integrate technology into instructional programs
12. Scheduling to maximize instructional time and common preps
13. Transition and tutorial programs for students
14. Achievement programs in reading, mathematics, and literacy
15. Teacher effectiveness mentoring and training
16. Improved student outcomes (e.g., attendance, retention/promotion rates, graduation rates)
17. Parent and community involvement
18. Leadership effectiveness
19. Human capacity building (Talent Management) & sustainability plan
20. Short-term and long-term strategic planning

The above support services will ultimately lead to improved leadership skills, effective instruction, build capacity and ultimately improve student achievement. CES will provide the following personnel to assist in the sustained

school improvement and transformation process:

- 1) **Executive Coach** who will provide leadership training, monitor progress, design job-embedded professional development, and evaluate the overall effectiveness of CES services.
- 2) **School Improvement Coach** who will assist in creation of the school instructional leadership team (ILT), provide support and assistance in the bi-monthly meetings, conduct training and empower ILT to assess and evaluate the support services provided to the school.
- 3) **Content Area Coaches** in mathematics, science, English, social studies, and literacy to provide job embedded professional development and to work individually with teachers and PLC's through walk-through and in-class observations and reflective conversations. Coaches will also facilitate best-practice instructional professional development and directly monitor their implementation in every day instruction.
- 4) **Data Analyst** who will collect, disaggregate and summarize school perception, demographic and achievement data. The analyst will provide easy to read weekly reports to students, teachers, administrators, parents and community members.
- 5) **Community Liaison** who will bridge programs between the school, parents, and community to increase participation and involvement in the school improvement and transformation process. The community liaison will also conduct parent seminars and monthly workshops covering academic, social, and wellness issues.

### **Content and delivery systems and mechanisms**

CES is committed to providing all stakeholders with a framework of high expectations and academic excellence. CES will assist the school in creating academic action plans and power objectives based on Grade Level Content Expectations (GLCE's), High School Content Expectations (HSCE's), College Readiness Standards, and Common Core State Standards. CES will encourage teachers to deviate from the traditional classroom lecture to a discovery/inquiry based instruction that will arouse student interest and curiosity. Teachers will be trained via job-embedded workshops on how to use transitions, differentiated instruction and inquiry-based instruction in everyday practices. Data-driven decisions based on weekly formative assessments will be the basis and mechanism to drive and vary instruction to meet the needs of all students. Effective differentiated instruction is the mechanism to enhance students' relevance, engagement and achievement.

### **Job-Embedded Professional Development**

CES will provide job-embedded professional development (PD) and support to all stakeholders that will support the new school's educational

program. Stakeholders will participate in intensive summer and evening training, as well as, weekend retreats. Three-day intensive institutes will be held at the start of every school year and one-day institutes will be held each month throughout the year. Topics will include but not be limited to, "supporting the implementation of a rigorous curriculum," "brain compatible learning," differentiated instruction, RtI and RIT, data driven instruction, and discovery/inquiry based instruction. CES will provide interactive PD throughout the year that is relevant and job-embedded. Teachers will be given the opportunity to share their findings and best-practices with their colleagues in the bi-weekly PD, or in Professional Learning Communities (PLC's). Lead teachers will be trained to present future workshops and directly mentor struggling on new teachers.

This process will assist in developing capacity and building expertise to maintain and sustain training in future years. CES's PD model will meet or exceed Michigan's and national expectations for effective professional development. All PD will be relevant, on-going and job-embedded; specific to the teachers' needs; aligned to the School Improvement Plan, Reform & Redesign Plans and individual professional development plans (as appropriate); and always focused on increasing student achievement, with a focus on learning.

### **Comprehensive Short Cycle and Assessment Systems**

Data-driven instruction forms the basis of the services that CES provides to the school. When all stakeholders are continually informed and aware of what needs to be addressed, then change, improvement and attainment of goals can take place. Students will be pretested at the beginning of each unit to determine strengths and weaknesses to be addressed or enriched. Weekly formative exams will be utilized to provide students and teachers with a snapshot of how effective the learning and instruction. The formative exams aligned to a rigorous curriculum will expose students to higher level of performance on high stakes tests. It will also improve their conditioning and test-taking strategies. Having students involved directly in improving both their basic foundational and high level skills concurrently will eventually lead to increased student achievement. Summative exams will be given every two months based on Michigan, college readiness, and common core standards to determine student progress and effective instruction. Data will drive the instruction and afford teachers the opportunity to Scaffold, re-teach and differentiate instruction to meet the needs of the students.

End of the semester and year summative exams as well as standardized exams such as MEAP, ACT, PSAT, PLAN, NWEA and Explore will provide the school with the summative data to determine the effectiveness of the transformation process. The summative data will assist the school in measuring performance and goal attainment by expanding on existing strengths and modifying, eliminating or adjusting areas of program weaknesses.

**Exemplar 2: Use of Scientific Educational Research**  
**(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

**Exemplar 2 Narrative Limit: 3 pages (insert narrative here)**

*"Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education."* — [Rudolf Steiner](#)

Competitive Educational Solutions (CES) vehemently agrees with the late Ron Edmonds mantra of, "All children can learn." It also postulates that while all students have the capacity to learn, it is important to distinguish that not all students learn at the same pace or instructional delivery. CES recognizes the need to vary proven best-practice instructional strategies to match the learning styles of students. CES uses research conducted by Marzano on effective instructional practices and Hattie's research on strategies that positively impact student achievement. CES is dedicated to providing job-embedded training to teachers and administrators in order to build capacity in addressing the ever-changing needs of all students they serve. CES embraces the importance of providing access to effective instruction that addresses student strengths and weaknesses. Data collected and analyzed from the comprehensive needs assessment will be utilized to develop a specific transformation model for each school it services.

This approach has been successfully utilized by CES in schools and districts that it serviced over the past 10 years. Its purpose is to involve all stakeholders directly in designing an effective school model that will address the school or district special needs and ignite the transformation process. This process will also provide the much needed "buy-in" progression that is needed for sustained academic transformation to take place. CES will provide individual training to teachers and administrators through individual coaching, job embedded workshops and the implementation of professional learning communities to encourage a data driven decision making approach. This process will assist teachers and administrators in developing capacity to enhance effective classroom instruction and implement best-practice instructional strategies in all classrooms and content areas.

The **CES Data-Driven Decision Model**, which is backed by over 35 years of proven research by renowned educators such as John Hattie, Ron Edmonds, Lawrence Lezotte, and Robert Marzano is predicated on directly involving students, teachers, and administrators in the following proven seven step process: 1) All students are pre-tested at the beginning of each unit to provide base-line achievement data; 2) Based on pre-test scores, students with the assistance of teachers will develop a personalized development plan that will outline the areas of strength and deficiencies and outline steps needed to improve or enrich; 3) Teachers will use formative assessments based on college readiness, state and common core standards

that will provide immediate feedback on academic progress to students and teachers; 4) Teachers in common subjects will meet in professional learning communities to analyze item analysis data from the formative assessments to determine what instructional adjustments have to be done. These adjustments can include re-teaching, differentiation of instruction, and scaffolding to meet the needs of each individual student. Teachers will also determine the professional development or training that is needed to improve the delivery of instruction and increase student achievement; 5) Coaches from CES will directly observe teachers to assist and ensure that best-practice strategies from the professional development is being implemented in the classroom; 6) Based on multiple sources of data that also includes classroom generated data, students will make necessary amendments and adjustments to their individual development plan; 7) The process will repeat itself on a monthly basis and allow for the generated data to drive the instruction.

Regular assessment and feedback regarding academic achievement will make students and teachers aware of their deficiencies and the necessary steps that need to be taken to address them directly. Renowned educator John Hattie, Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, reinforces through his meta-analysis research the importance of feedback to enhance the academic process for both students and teachers. "At least 12 previous meta-analyses have included specific information on feedback in classrooms. These meta-analyses included 196 studies and 6,972 effect sizes. The average effect size was 0.79 (twice the average effect). To place this average of 0.79 into perspective, it fell in the top 5 to 10 highest influences on achievement in Hattie's (1999) synthesis, along with direct instruction (0.93), reciprocal teaching (0.86), students' prior cognitive ability (0.71), and also can be contrasted with other influences such as acceleration (0.47), socioeconomic influences (0.44), homework (0.41), the use of calculators (0.24), reducing class size (0.12), and retention back 1 year (-0.12). Clearly, feedback can be powerful" (Hattie & Timperley, 2007).

CES's president and CEO has been trained by Dr. Lawrence Lezotte to use **Effective Schools Second Generation Correlates** to guide CES's mission of improving school structure, enhancing culture, increasing academic expectations, and building leadership capacity. These correlates are backed by over 35 years of research and have shown a positive significant impact on student achievement. The second generation correlates that will be utilized to directly enhance leadership training are: 1) Safe and Orderly Environment; 2) Climate of High Expectations for Success; 3) Instructional Leadership; 4) Clear and Focused Mission; 5) Opportunity to Learn and Student Time on Task; 6) Frequent Monitoring of Student Progress; and 7) Home-School Relations (Lezotte, 2005).

This leadership model has been used in many districts and schools

with great success throughout the country. More specifically, Baldwin Community Schools' students experienced significant academic growth from 2012 to 2013 in college readiness after CES completed its curriculum audit and provided focused assistance in using data to inform instruction. ACT & MME assessment results follow: Percent college ready overall increased from 0 in 2012 to 7.7 in 2013, English increased from 25 in 2012 to 34.6 in 2013, math increased from 8.3 in 2012 to 11.3 in 2013. Reading also increased from 20.8 in 2012 to 26.9 in 2013. CES's data driven model addresses many of the strategies that administrators must employ to successfully become the instructional leaders of their building and the catalysts of the transformation process. All stakeholders were involved in the process.

CES will also train staff in proven best-practice instructional strategies such as differentiated instruction, response to intervention and Marzano 9 Instructional Strategies. These strategies will provide staff with the tools needed to improve classroom delivery and instruction to directly address student needs. The CES model for **Best-Practice Instruction** is composed of a brain-based theoretical framework that is rooted in cognitive psychology and based largely on research on student achievement (McTighe & Brown, 2005). Supporting the framework are four guiding principles that relate to differentiating classroom practices: 1) a focus on essential ideas and skills in each content area; 2) responsiveness to individual student differences; 3) integration of assessment and instruction; and 4) an ongoing adjustment of content, process, and products to meet individual students' levels of prior knowledge, critical thinking, and expression styles (Tieso, 2003; Tomlinson, 1999).

CES employs an educational approach that focuses on creating an environment of trust that is based on professional dialogue, parent involvement, and student success strategies. CES also recognizes that continual feedback of the effectiveness of strategies used by all stakeholders will positively drive the turnaround process and improve culture, climate and ultimately student achievement. CES applies the latest up-to-date proven research practices in training staff members.

CES staff has vast educational experience at all levels and its coaches are certified and on the Michigan Coaching approved list. The instructional coaching practice utilized by CES aligns directly with the Annenberg Institute for School Reform, which focuses on school-wide achievement. Coaches introduce best-practice instructional strategies and train teachers in the best up-to-date methods on applying them directly into the classroom. Teachers and students become results based and utilize perception, demographic and achievement data to address needs and deficiencies to improve student achievement. CES's academic goals are to offer feedback that will increase awareness and provide an asset-based approach with shared accountability and reform responsibilities for all stakeholders.

**Exemplar 3: *Job Embedded Professional Development***  
**(15 points possible)**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff



**Exemplar 3 Narrative Limit: 2 pages (insert narrative here).**

*"You cannot teach a man anything, you can only help him find it within himself." — [Galileo Galilei](#)*

Competitive Education Solutions (CES) maintains that all stakeholders at the school can benefit from topic-specific job-embedded professional development (PD). The state of Michigan stipulates that all staff PD meet the following four guidelines: 1) Relevant, on-going and job-embedded; 2) Specific to the teacher's needs; 3) Aligned to the School Improvement Plan and individual professional development plans (as appropriate); and 4) Focused on increasing student learning. School-wide PD will be goal-oriented and based on the school's Comprehensive Needs Assessment.

**CES's PD Model** subscribes to the Professional Development for Educators Act of 2013 and all training will be conducted accordingly. It takes time, resources, and support for teachers to become highly effective in their classrooms. Teachers participating in quality teacher professional development must be given time to implement what they have learned. PD Training will be provided to the following stakeholders:

I. **Principals and administrative staff** will be trained in the a systematic data-driven approach based on Effective Schools Second Generation Correlates that address school structure, enhances culture, increases academic expectations, and improves leadership capacity. Weekly PD's will cover leadership topics such as: Safe and Orderly Environment; Clear and Focused Mission; Creating a climate of high academic expectations; Observation and Evaluation of Instructional Delivery; and Enhancing Instructional Time on Task. The focus is for administrators to no longer be managers of the building and transform them into instructional leaders who are involved in every academic facet of the school. Administrators will also receive individual executive coaching as well as be given the opportunity to attend leadership conferences at Harvard University to enhance and hone their leadership skills and capacity.

II. **Instructional Staff** will receive specialized comprehensive PD in data-driven best-practice instruction as determined by the results of the comprehensive needs assessment conducted for the school. The instructional staff includes all content core teachers, resource, special education teachers, and elective subject teachers. PD for teachers will be delivered in many formats, such as, individual, small group, weekly walk-through, weekly professional learning communities by subject area and grade level, and bi-weekly after-school and Saturdays. The PD will be content focused, job-embedded and will cover topics such as differentiation of instruction,

intervention strategies, Marzano 9 instructional strategies, and data-driven instruction. This model provides teachers with the opportunity to directly embed the strategies into everyday instructions and the ability to share their experiences with other teachers at future workshops. Content area coaches from CES will provide instructional support on an individual basis and in professional learning communities. The coaches and trainers will develop capacity in teachers to become self-sufficient and eventually conduct and present future workshop sessions. The professional learning PD will enhance educator practice and increase student learning. This is a process that occurs over time and requires direct support for implementation to embed the new learning into practices.

III. **Support Staff** (edtechs, paraprofessionals, and non-instructional staff) will be provided with monthly PD sessions on academic and nonacademic intervention strategies. The workshop sessions will define the role of the support staff and how they can help the instructional to supplement the academic process. Support staff will also be provided with customer service strategies for dealing with students, parents and community members.

IV. **School Instructional Leadership Team (ILT & PLC's)** which is composed of lead teachers, administrators, parents, students, and community members will receive specialized PD training on how to best impact the transformation and school improvement plan. The focus of the PD sessions will be on how to collect, analyze and utilize data to make strategic decisions regarding to school reform. The ILT & PLC's will also be trained on how to utilize a framework rubric to make data driven decisions regarding what reform strategies to maintain, enhance, or scrap. ILT & PLC members will also be given the opportunity to visit other schools, attend school improvement conferences and leadership institutes. CES will provide site-based support and capacity-based training that will enhance short and long term strategic decision making skills.

V. **Parent and Community members** will be provided with monthly PD sessions that will cover many relevant topics and issues that impact their children's academic achievement. CES will provide parents with a monthly synopsis of the transformation strategies taking place at the school and how they can support their students and the academic process. Parents and community members are an integral part to the school transformation process and all efforts will be taken to maximize their participation.

**Exemplar 4: Experience with State and Federal Requirements**  
**(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 ( differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

## **Experience with State and Federal Requirements**

*“There may be schools out there that have strong instructional leaders, but are not yet effective: however, we have never found an effective school that did not have a strong instructional leader as a principal.” — Ron Edmonds*

Competitive Education Solution (CES) senior management staff has over thirty five years of experience in working in low performing urban school districts in Michigan, New York, Indiana, Tennessee and Mississippi. CES formed partnerships with districts and schools serving student populations ranging from over 70,000 within the district to 500 in public school academies. These relationships included Local Educational Agencies (LEA’s), Regional Education Service Agencies (RESA) and public school academies. CES has a wide range of experience in providing services in designated state and federal programs, especially in the State of Michigan with members working in Lansing, Grand Rapids, Mt. Clemens, Pontiac and Detroit.

Over the past three years, CES has provided turnaround services to the high priority schools in Detroit, Baldwin and Westwood School Districts. Some schools are no longer on the high priority list. Specifically in these cases, CES services were guided by Title I requirements which include, but not limited to being based on the following:

1. Student data (MEAP, MME, ACT, NWEA, EXPLORE, PLAN, PSTA, ELPA and DIBELS)
2. Student needs
3. Improvement needed to strengthen instructional leadership in schools
4. Improvement needed to enhance teacher effectiveness in serving low income students

CES worked with the Baldwin Community School District in reviewing its Comprehensive Needs Assessment and conducting an in depth curriculum audit, which resulted in the re-alignment of Baldwin’s curriculum with Michigan’s Grade Content Expectations (GLCEs) and High School Grade Level Content Expectations (HSCEs). CES facilitated the process of aligning the District’s Strategic Plan with the buildings’ School Improvement Plans for the elementary, middle and high school.

While working with Baldwin Community Schools, CES reviewed the over identification of white male students in special education through an analysis

of MEAP data over a three year period. CES has trained public school academies in Michigan on implementing Response to Intervention (RtI) initiatives before, during and after placing students in a special education programs and /or transitioning them out. Similarly, CES has trained teachers in public school academies that over identified African American male students in special education on using differentiated instruction, implementing RtI and teaching power standards to improve students' proficiency rates in English Language Arts (ELA) and mathematics.

CES has a thorough understanding of the rules and regulations relative to Title I funding, as well as, its documentation and reporting requirements. CES provides monitoring services to schools in Wayne County and provides leadership training, as well as, instructional coaching for public school academies. Such services include addressing the instructional core through formative and summative assessments to inform and enhance instruction, implementing instructional accountability systems, monitoring students' progress towards proficiency, providing job embedded professional development and coaching to assure that the schools are in alignment with state standards and requirements.

CES is based upon the premise that all students can learn and learning is for all. It begins with a comprehensive needs assessment instrument that determines specific needs of students, which includes both academic and non-academic variables. CES trains teachers on meeting students' needs, some of which are developing 504 plans, identifying areas of non-compliance, training staff on meeting IDEA regulations and requirements. CES has several years of experience in assisting schools in differentiating Title I targeted assistance and school wide programs. Some schools in Wayne county offer school-wide programs, which means that all students can receive additional supplementary services and that no student identification is made that renders them eligible or ineligible for services. Students identified as most at risk, are given additional assistance. CES understands that a plan is developed for school wide services based on the comprehensive needs assessment. Conversely, targeted assistance is the opposite description, but both have other criteria.

The CES turnaround model includes a review of each district's curriculum to ensure that it aligns with the Michigan Merit Curriculum, which prepares students for career and college readiness. CES recommends complete compliance with the Michigan's Merit Curriculum. CES consultants have significant experience and knowledge of the Michigan Curriculum Framework and understand that the Michigan High School Content Expectations (HSCEs) and the Michigan Grade Level Content Expectations (GLCEs) have been crossed walked to incorporate what school districts in Michigan are now incorporating across the state as Common Core Standards (CCS).

**Exemplar 5: Sustainability Plan**  
**(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

**Exemplar 5 Narrative Limit:** 2 pages (insert narrative here)

*Tell me, I'll forget. Show me, I may remember. But involve me and I'll understand.* - Chinese Proverb

Data is the driving force behind every sustainability plan (SP). Data if gathered and used correctly will provide pertinent information regarding what is working and what is not. It is a fluid document that must be continually adapted and modified to meet the ever-changing needs of the students. It requires a "whole-school" approach, one that extends beyond the curriculum and addresses the entire school culture and vision. It involves all staff members and stakeholders in the process. A SP addresses the current plan used by the school and provides means for eliminating what is not working and modifying, maintaining, or enhancing what is, without relying on additional support.

A Three year **CES School Sustainable Model**, based on proven national and international criteria, will undertake a process of training and change that involves 1) Dynamic student involvement in all stages of planning, implementing and monitoring; 2) Active participation by staff, parents, local community members and representatives from the district; 3) A holistic perspective that employs an integrated systems approach to planning and includes the whole-school community and all aspects of the curriculum; 4) A long-term vision encompassing continuing consideration of sustainability; 5) Integration of sustainable development into the curriculum, making use of learning experiences and opportunities while improving management of school resources and grounds; 6) Empowering teachers into making instructional decisions based data-driven assessments and positive student-teacher relationships; 7) Transforming school leaders from school managers to instructional leaders who utilize shared leadership skills as the driving force behind transformation and sustainability; 8) "Train the trainers" by involving all teachers and staff in the reform process for the end purpose of promoting capacity and ability to carry out future turnaround strategies; 9) establish a criteria of high expectations and accountability from all stakeholders involved in the transformation process; and 10) Providing the means to continually build human capacity through relevant and research proven job-embedded training and professional development.

CES will work collaboratively with the school's Instructional Leadership Team (ILT & PLC's) which will include the principal, assistant principal, curriculum specialists, resource staff, and lead teachers to develop school improvement strategies and leadership development. Members of the ILT will also be involved in designing of job-embedded professional development training and participate in school-wide data-collection and program monitoring. The ILT will also be exposed to leadership and school improvement conferences, as well as, participate in school visits to highly

performing schools within neighboring districts. Lead teachers will be provided with the capacity to design and monitor professional learning communities that utilizes the data-driven decision model into improving classroom instruction and enhance student achievement. Lead teachers will also be asked to present best-practice strategies that they utilize in their classrooms to other teachers during professional development training sessions. The lead teachers will also serve as academic mentors to new or struggling teachers within their subject matter and grade level. ILT will continually encourage students and teachers to undertake the monitoring wherever possible to help foster a greater sense of ownership toward the project. Students and teachers will also display monitoring results (e.g., in graphs, charts) and use the data to drive the instruction. The ILT will also ensure that the whole school is kept up to date by posting ongoing results on notice boards or by celebrating the achievement of an **Expected Outcome**. ILT members will also be charge to produce regular updated reports which continually informs parents and community members of the progress being made at the school.

CES will also assist ILT members in generation of a sustainability framework rubric that will continuously monitor transformation goals and rate their effectiveness. The ILT will also convene on a regular bi-weekly basis to address any pressing issue or to make amendments and modifications to the existing plan as deemed by the data. The ILT will continuously monitor, assess and evaluate the three main components of the transformation process which include: **I. Governance** (Strategic Planning and Evaluation of the goals). **II. Curriculum, Teaching, and Learning** (Data-Driven, resource-rich and academically relevant). **III. Building Human Capacity** (Means to provide instructional leadership, staff training and professional development).

By the end of the three year plan, school personnel would have gained invaluable first-hand experience in the entire transformation process. Staff will become self-sufficient and capable of “weaning” itself of any external partner assistance. This will save the school and the district valuable resources that can be utilized directly into classroom instruction and student success strategies. School personnel would be resident experts and capable of addressing the following questions: What have we done? What is the impact? What have we have learned? What else must we do? And how do we measure overall effectiveness?



**Exemplar 6: Staff Qualifications**  
**(15 points possible)**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

Competitive Education Solutions (CES) staff has over 35 successful years of experience in Michigan, New York, Indiana, Tennessee and Mississippi leading school improvement, transformation, restart and turnaround. From 1995 to 2005, staff members led school districts in Michigan, New York and Mississippi in school improvement processes that avoided state take overs. The current staff members at CES are involved in school improvement engagements in several High Priority schools in Detroit and Baldwin. With CES involvement in professional development training, two schools are no longer included in the High Priority category. Additionally, CES has 12 experienced, certified and highly qualified content coaches on staff in the areas of mathematics, science, social studies, English language arts, English language learners, special education and the arts.

In the event that additional staff is needed, CES has developed an additional pool of consultants who have committed to fill CES assignments throughout the state of Michigan. All applicants are sent through a criminal background check. Upon clearing the preliminary background check, applicants are invited to submit their success documentation in preparation for an interview in consideration of an assignment. The second phase of the CES screening and placement process involves a 2 part interview and, if candidates are successful, training by MDE, then matching coaches who are experts in their major fields will begin. Coaches must demonstrate knowledge of pedagogy in their content area, describe use of research based best practices and provide evidence of success in the required assignments. Examples of coaching background and experience include the following; successfully completing coaching 101, educational leadership and or education administration courses, methods courses for specific content areas, and certification and/or experience in the field, and most importantly, evidence of improved student achievement.

Following is the list of CES team members:

|                       |                                                     |
|-----------------------|-----------------------------------------------------|
| Dr. Mildred Mason     | Monitor, Executive Coach, Leadership Coach, Title I |
| Dr. Robert West       | Data Specialist, Research and Evaluation            |
| Dr. T.C. Wallace, Jr. | District Turnaround Specialist, Executive Coach     |
| Dr. Linda Pinkett     | English Language Arts & Social Studies              |
| Mr. Jesse Petway      | Mathematics & Science Coach                         |
| Mrs. Glenda Parks     | Social Work Services and Behavior Intervention      |

Mildred Mason, Ph.D.  
28 Wenonah Drive - Pontiac, Michigan 48341  
(248) 758-0230 Home - (248) 842-1886 Cell  
m.vmason@gmail.com

### **Post Graduate**

Michigan State University, East Lansing, Michigan - Courses in technology  
Saginaw Valley State University, University Center, Michigan - Courses in Education Leadership  
Trevecca Nazarene University, Nashville, Tennessee - Courses in Education Administration

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### **Graduate**

Michigan State University, East Lansing, Michigan  
Ph.D. in Higher Education Administration  
M.A. in Secondary Education

### **Undergraduate**

Tennessee State University  
B.S. in English  
Superintendent Certification in Michigan: AD0001346: Expiration Date: 6/30/2013-Renewal Completed June 2013  
Teacher Certification in Michigan: CC037950481211: Expiration Date: Permanent  
Superintendent Certification in Tennessee  
Teacher Certification in Tennessee

### **Employment**

#### **Educational Consultant, Mosaica Turnaround Partners, M&M Group, CES: 2007-Present**

- Serving as Executive Coach and providing job embedded professional development training to area superintendents and their subordinates to positively impact fiscal accountability, student achievement, attendance, graduation rates, college placement rates and parental engagement.
- Building capacity in districts and schools and serving as turnaround and transformation specialist.
- Conducting curriculum audits, upgrading and realigning curriculum to ensure that standard are taught to students prior to state assessment dates.
- Recruiting, training, managing and supervising school transformation and turnaround and teams in Michigan.
- Monitoring High Priority Schools in Wayne County

#### **Superintendent of Schools, School District of the City of Pontiac-Pontiac, MI - 2003-2007**

##### **Significant Accomplishments:**

- Saved district from state take-over by improving student achievement and other district deficiencies
- Led school in winning national character education award

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- Led district to fiscal accountability
- Saved schools from losing their charter
- Led district to making AYP
- Retired from district with a fund balance

**Demonstrated experience and skills in the following areas:**

- Developing and implementing leadership programs in large, medium and small districts, including Metro Nashville Public Schools in TN, Jackson Public Schools in MS, Grand Rapids Public Schools in MI as well as other districts including, Saginaw Public Schools in MI, Buena Vista School District in MI and Pontiac Public Schools in MI
- Developing programs and initiatives for gifted and talented students
- Providing program options for all students (creating professional development laboratory, enhanced option, designed center and theme schools)
- Communicating, connecting and planning collaboratively with parents, students, staff, local churches, school board members, residents, agencies, elected officials, Commissioners, higher education institutions and businesses
- Maintaining fiscal integrity and accountability
- Accessing grants and other resources to support district needs
- Implementing standards and accountability throughout the district
- Developing and maintaining a learning environment for staff to increase instructional efficacy

**Assistant Superintendent of Curriculum & Instructions, School District of the City of Pontiac-Pontiac, MI - 2001-2003**

- Realigned, upgraded, revised and enhanced the curriculum to comply with local, state, national and international standards
- Aligned staff development with district needs to ensure instructional accountability
- Led district teams in implementing whole school reform initiatives and character education
- Provided leadership in implementing International Baccalaureate Programs and increasing the number of honors classes
- Increased student achievement, graduation rate and time on task, through the use of best practices and evidenced based research in education
- Decreased students' dropout rate

**Director of K-12 Resources & Instructional Support Administrator, Metropolitan Davidson Nashville Public Schools-Nashville, TN - 1997-2000**

- Served as a cabinet member for the Director of Schools with responsibilities for the following offices: Research and Evaluation, Technology Services, Professional Development, Library Media Services, State and Federal Programs, Grants and Strategic Planning
- Planned, facilitated and coordinated activities to improve student achievement in the Pearl Cohn and Overton clusters
- Assisted with the implementation of concept schools and program initiatives
- Assisted with the comprehensive analysis of the organizational structure
- Established partnerships with community agencies, higher education and businesses

**Associate Superintendent of Curriculum, Instruction and Assessment, Jackson Public Schools-Jackson, MS**

- Supervised and managed three area superintendents in the district

- Conducted curriculum audits and made adjustments to align the curriculum with local, state, national and international standards
- Aligned staff development with district needs
- Led district teams in implementing whole school reform initiatives and character education
- Provided leadership in implementing the International Baccalaureate Program and increased the number of honor classes
- Used evidence based research to increase student achievement, graduation rate and time on task
- Decreased students' dropout rate
- Ensured instructional accountability

#### **High School Principal, Saginaw, MI**

- Served as instructional leader and guided staff in instructional efficacy
- Provided leadership in ensuring that the district adopted curriculum
- Supervised and evaluated building staff
- Developed need assessments for students, staff, parents and schools
- Assisted staff with implementing intervention programs
- Led the instructional staff in using data to inform instruction
- Supervised and supported curricular and extra-curricular activities
- Linked the school with the community, including business industries and higher education (University of Michigan & Kettering)
- Provided a safe and orderly environment
- Elementary School Principal, School District of the City of Saginaw- Saginaw, MI
- Served as instructional leader and supervised building staff
- Provided leadership in the implementation of the district adopted curriculum
- Assessed student, staff and building needs
- Assisted staff with implementing intervention programs
- Provided professional development training to the instructional staff
- Supervised and supported curricular and extra-curricular activities
- Linked the school with the community, businesses and higher education
- Provided a safe and orderly environment
- Middle School Assistant Principal, School District of the City of Saginaw-Saginaw, MI
- Served as instructional leader and guided staff in instructional efficacy
- Implemented and maintained computerized scheduling program
- Upgraded, revised and enhanced the curriculum to align with local, state, national and international standards
- Developed and implemented parent involvement programs
- Provided staff development training to building staff
- Assisted in the recruitment and assignment of school personnel
- Implemented leadership development program for students, staff and parents
- Developed partnerships with local community leaders and businesses
- Reading Team Leader, Grand Rapids Public Schools-Grand Rapids, MI
- Supervised a group of reading teachers in conducting demonstration lessons to improve instructional practices
- Provided staff development training in reading instructions to teachers
- Conducted action research to determine the most effective strategies and programs
- Developed reading materials for teachers
- Analyzed assessment results and assisted teachers in implementing intervention strategies

#### **Director of Adult Reading Academy, Delta College-University City, MI**

- Created a model adult reading program for the United States Department of Health Education and Welfare (Department of HEW)

- Coauthored a chapter in a book Published by Department of HEW regarding characteristics of adult learners
- Served as field reader for the United States Department of Health, Education and Welfare
- Provided mentorship for reading academy leaders
- Conducted research on the adult learner
- Managed and supervised staff in teaching reading to adults

#### **Program Evaluation Analyst, City of Saginaw-Saginaw, MI**

- Evaluated programs funded by Model Cities funds
- Developed evaluation designs for programs to provide qualitative and quantitative information to the Mayor and Council members
- Reported results and recommended adjustments for continued funding

#### **Conference Coordinator; Michigan State University-East Lansing, MI**

- Planned and facilitated logistics for national conferences held at Kellogg Center
- Assisted the university in marketing the conference facilities

#### **Teacher, School District of the City of Saginaw-Saginaw, MI**

- Taught the district adopted curriculum and ensured that each child mastered the content through the use of research based best practices
- Developed professional and caring relations with students, parents and staff
- Communicated high expectations

#### **College and University Adjunct Assignments**

Adjunct Faculty, Jackson State University-Jackson, MS

Adjunct Faculty, Delta College-University City, MI

Grand Valley State University-Allendale, MI

Michigan State University-East Lansing, MI

#### **Professional Activities and Associations**

- Education & Directions Committees, Mayor's Transition Team
- Association for Supervision and Curriculum Development (ASCD)
- Michigan African American Superintendents Association
- National Association of Black School Educators
- Board member of Clinton Valley Boy Scouts of America
- Member of the Oakland County Veterans' Group
- Member of the Pi Lambda Theta - International Honor Society
- Member of the Kiwanis Club of Pontiac
- Graduate of Leadership Tennessee
- Charter Board Member, Ruben Daniels Educational Foundation
- Charter Board Member, Leadership Saginaw
- Alpha Kappa Alpha Sorority, Inc.

#### **Related Experience**

- Elected to Saginaw City Council
- Served as Mayor Pro Tem
- School Board Treasurer, Business Entrepreneur Science and Technology Academy

#### **Governmental and Mayoral Committee Assignments and Appointments**

- Michigan Concerned Citizens for the Arts
- Michigan Residential Builders & Contractors
- Chairperson, Personnel Committee, City of Saginaw-Saginaw, MI
- Chairperson, Cable Television, City of Saginaw-Saginaw, MI

- Chairperson, Community Enrichment Commission, City of Saginaw-

Robert C. West  
[robwestphd@gmail.com](mailto:robwestphd@gmail.com)

## EDUCATION

### WAYNE STATE UNIVERSITY

Doctor of Philosophy (Ph.D.) May 1992

Evaluation and Research

Master of Arts (MAT) 1977

Teacher of math and science

### UNIVERSITY OF MICHIGAN

Bachelor of Science (B.S.) May 1974

Zoology (Pre-Medicine) and German Language and Literature

LUDWIG MAXIMILLIAN UNIVERSITÄT (University of Munich)

Guest Student 1972-1973; Germanistik (German Language and Literature)

## CERTIFICATION WAYNE STATE UNIVERSITY

Graduate Certificate in Community Health Services Research 1989

Teacher Grades 7-8 all subject; grades 9-12 science, mathematics, German

## EXPERIENCE

- |              |                                                                                                                                                    |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 2012-Present | Competitive Edge Solutions                                                                                                                         |
| •            | School Improvement                                                                                                                                 |
| 2009-Present | Wayne RESA (High Priority Schools)                                                                                                                 |
| •            | Data Coach and Instructional Mathematics Coach                                                                                                     |
| 2009-Present | Michigan Department of Education                                                                                                                   |
| •            | Accountability Consultant, investigate & enforcing testing procedures                                                                              |
| 2009-2010    | SEPC Associates                                                                                                                                    |
| •            | Institutional Researcher                                                                                                                           |
| 2008-2009    | MICHIGAN'S CHARTER SCHOOLS Director of Research                                                                                                    |
| •            | Director of Performance Management program                                                                                                         |
| •            | Research and data analysis                                                                                                                         |
| 2000-2008    | LIVONIA PUBLIC SCHOOLS                                                                                                                             |
| •            | Coordinator of Assessment & Evaluation                                                                                                             |
| •            | Supervise regular testing and survey development along strict deadlines and precise accuracy including: administration, scanning, data processing, |
| •            | Provide program evaluation involving experimental design, data management in Excel, FileMaker Pro and analysis using SPSS                          |
| 1996-2000    | MACOMB INTERMEDIATE SCHOOL DISTRICT                                                                                                                |
| •            | Consultant: Testing & Evaluation                                                                                                                   |
| •            | Coordinated data collection and analysis for 21 districts in the county to evaluate program efficacy                                               |

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- Wrote grants including a 1999 grant which provided \$400,000 for county-wide reading improvement
- Involved subject area colleagues in developing sample tests to prepare students for state examinations

1989-1992      WAYNE STATE UNIVERSITY  
Adjunct Faculty - Instructor of two graduate level courses

- Teaching Methods for Math Teachers
- Fundamental Statistics for Doctoral Candidates

1975-199      DEARBORN PUBLIC SCHOOLS  
Teacher of mathematics and science

1978-1980      BERLIN PUBLIC SCHOOLS (BEZIRKSAMT ZEHLENFDORF)  
Teacher of mathematics and science

### **ADDITIONAL INFORMATION**

#### **Publication:**

Journal of Educational Technology Systems, Vol. 22, Number 3, 1993-94, The Effects of an Integrated Learning System (ILS) Using Incremental Time Allotments on Ninth Grade Algebra Achievement.  
Professional:

- Junior Year Abroad 1972-1973 German Language and Literature University of Munich (Ludwig Maximillian Universitaet)
- Past President of Michigan Educational Research Association 2000-2001.
- Official Senate testimony on state congressional hearings regarding the Michigan
- Educational Assessment Program (MEAP) 1998.
- Member of the American Educational Research Association



T.C. Wallace Jr., Ed. D.  
2307 E. Jolly Rd. #7  
Lansing, MI 48910  
517-755-1010 (office)  
517-242-2710 (cell)

## **EDUCATION**

1963-1967 - Central State University (Ohio), B.S. in Elementary Education

1968-1970 - Indiana University, M.S. in Elementary Education

1970-1971 - Indiana University Certification, Administration Supervision

June, 1979 - Indiana University, Ed. D., School of Administration,

December, 1985 - Superintendents Certification, State of Texas

March, 1990 - Superintendents Certificate, State of Michigan

July, 1996 - Superintendents Certificate, State of Mississippi

July, 1997 - Superintendents Certificate, State of Ohio

July, 1997 - Superintendents Certificate, State of New York

## **WORK EXPERIENCE**

1967-1972      4, 5, 6th Grade Health/Science/Math Teacher  
Spaulding Elementary School, Gary, Indiana

8th Grade Science Teacher  
Kennedy-King School, Gary, Indiana

1972-1975      Assistant Principal  
Tolleston Junior High School, Gary, IN

1975-1978      Principal  
Sterne Brunson Elementary School, Benton Harbor, MI

1978-1981      Director of Personnel  
Benton Harbor Area Schools, Benton Harbor, MI

1981-1986      Director of Personnel  
Assistant Superintendent of Personnel  
Fort Worth Independent School District, Fort Worth, TX

1996-1997      Director of Human Resources  
Richmond Public School District, Richmond, VA  
Superintendent of Schools

1986-1995      Buena Vista School District, Saginaw, MI

1995-1996      Jackson Public School District, Jackson, MS

1997-1998      Roosevelt Union Area School District, Roosevelt, NY

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|              |                                                            |
|--------------|------------------------------------------------------------|
| 1998-2007    | Mount Clemens Community School District, Mount Clemens, MI |
| 2007- 2012   | Lansing School District, Lansing, MI                       |
| 2013-Present | Consultant                                                 |

## RELATED PROFESSIONAL EXPERIENCE

|           |                                                                                                                                                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1979-1980 | Consultant, Illinois/Indiana Desegregation Assistance Center in Indianapolis, Indiana                                                                                                                     |
| 1979-1980 | Field Reader for Department of Health, Education and Welfare, Washington, D.C.                                                                                                                            |
| 1980-1981 | Adjunct Professor, Wayne State University, Detroit, Michigan. Taught doctoral level classes in "Personnel Administration" and "Management Techniques in Education"                                        |
| 1986-1989 | Adjunct Professor, Central Michigan University, Mt. Pleasant, Michigan. Taught graduate level course in "Negotiations in Education" and courses in "Personnel Administration" and "Public School Finance" |
| 1988-1989 | American School Board Journal, San Francisco, California -Presenter, "Understanding School Budgets and Finding Dollars for New Incentives"                                                                |
| 1989-1990 | Michigan Department of Education, Lansing, Michigan - Co-chair of Interrelationships, Communication and Cooperative Environment Committee Task Force                                                      |
| 1990-1995 | Member - Michigan Partnership Task Force, Lansing, Michigan                                                                                                                                               |
| 1996-1998 | Consultant - Education Research and Development Institute, Inc.                                                                                                                                           |
| 2000-2001 | Presenter - Metropolitan Association of Black School Educators "Implications for Student Achievement for Children of Color"                                                                               |
| 2003-2004 | Keynote Speaker – U.S. Army Garrison-Michigan African-American Observance                                                                                                                                 |
| 2004-2005 | Presenter – Michigan Association of School Boards "Understanding Schools of Choice"                                                                                                                       |
| 2007-2008 | Presenter – Michigan Association of School Boards "Urban School Conference"                                                                                                                               |
| 2007-2008 | Attendee - Michigan State University Summer Institute for Superintendents "New Ideas for New Realities"                                                                                                   |
| 2007-2008 | Member - Michigan State University Community Builders Program "Building Mid-Michigan Together"                                                                                                            |
| 2008-2009 | Presenter – National Alliance of Black School Educators 36th Annual Conference                                                                                                                            |

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## PROFESSIONAL ACTIVITIES

|                                                      |                     |
|------------------------------------------------------|---------------------|
| Michigan Association of School Administrators        | President           |
| Ebersole Foundation                                  | Board of Directors  |
| Lansing Educational Advancement Foundation           | Board of Directors  |
| Lansing H.O.P.E. Scholars                            | Board of Directors  |
| Magnet Schools of America                            | Board of Directors  |
| Sparrow Hospital Health Partners Group               | Board of Directors  |
| Lansing Sesquicentennial Foundation                  | Executive Committee |
| Ingham Intermediate School District Round Table      | Executive Committee |
| Middle Cities Association                            | Past President      |
| American Association of School Administrators        | Member              |
| National Alliance of Black School Educators          | Member              |
| National School Boards Association                   | Member              |
| Michigan African American Superintendents            | Member              |
| Impact System of Care Stakeholders Committee         | Member              |
| Michigan Community Senior Fellows Advisory Committee | Member              |
| Lansing Regional Chamber of Commerce                 | Member              |
| Rotary Club of Lansing                               | Member              |
| Power of WE Consortium                               | Member              |
| Capital Area Michigan Works! Keep Learning Committee | Member              |
| Mayor's Task Force Tomorrow, Lansing                 | Member              |

## HONORS

|           |                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------|
| 1983      | Certificate of Merit in Education, Sickle Cell Anemia Association of Texas                                                      |
| 1983-1984 | Leadership Fort Worth Award                                                                                                     |
| 1984      | Outstanding Achievements in Education Award - Legislative Black Caucus of the State of Texas                                    |
| 1986      | Outstanding Achievements in Education Award - National Society of Phi Delta Kappa                                               |
| 1985-1986 | Outstanding Leadership - Assistant Superintendent for Personnel and President of Fort Worth Alliance of Black School Educators. |
| 1986-1987 | EPFP Fellows Program (Education Policy Fellowship Program)                                                                      |
| 1997-1998 | IDEA Fellows Program (Institute for Development and Educational Activities)                                                     |
| 1986-1989 | Distinguished Service Award - Buena Vista Board of Education                                                                    |
| 1992      | Educator of the Year Award - Saginaw County Exchange Club                                                                       |
| 1998      | Pioneer Award - Macomb County NAACP                                                                                             |
| 1999-2001 | Fellow - Robert Woods Johnson Foundation                                                                                        |

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|           |                                                                 |
|-----------|-----------------------------------------------------------------|
| 2002-2003 | Leadership Macomb VI                                            |
| 2002-2003 | Bonner Upshaw II Community Service Award                        |
| 2005-2006 | 2006 Legacy Award – National Council of Negro Women             |
| 2007-2008 | Fellow – Michigan State University Outreach and Community Award |
| 2008-2009 | Fellow - University Outreach and Engagement Community           |
| 2009      | AASA Research Roundtable Program; Seattle, Washington           |

Linda R. Pinkett  
38639 Wellington Dr.  
~ Clinton Twp., Michigan 48036  
~ (313) 457-4624~

## **Education**

Doctoral Degree in educational leadership: November 2011  
Concentration: Curriculum and Instruction  
University of Phoenix - Arizona  
Dissertation: Instructional Efficacy and Professional Learning Communities: Implications for Urban Educators

Master of Art in Education (1987-1989)  
Concentration: Curriculum and Instruction  
Cleveland State University Cleveland, Ohio  
Bachelor of Arts (1980-1985)  
Concentration: Elementary Education  
Central State University Wilberforce, Ohio

Associate in Early Childhood (1980-1985)  
Central State University Wilberforce, Ohio

## **Professional Experience**

Instructional Coach (May 2012)

Program Advisor (May 2012)

Wayne County- Detroit Public Schools

My duties as instructional coach include to providing classroom teachers with support for the purpose of improving instruction that will lead to increased student teaching.

Title I Literacy Coach (2007-2012)  
Highland Park, Michigan

- My duties as the Title I Literacy Coach include supervision of Title I staff, implementation of district curriculum, student assessment, push in and pull out instruction and assist administration with the development of school needs assessment

Curriculum Developer/Consultant (2009- Present)

- As an independent consultant, I developed and aligned the curriculum for a K-8 programs.

Classroom Teacher (1997-2007)  
Highland Park, Michigan

- My duties as a classroom teacher included but not limited to the development and implementation of state and district standards in grades one and three.

Program Coordinator (2001-04)  
Highland Park, Michigan

- My duties as coordinator of the Highland Park Kids House Program included: program

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development, supervision of staff and volunteers, payroll, assist in grant writing, recruitment activities, mentoring, tutoring, and academic assessment

Program Director (2001-04)

Highland Park, Michigan

- My role as creator and director of the Girls Time Out Program included: program development and implementation, grant writing, and mentoring. Girls Time Out is a mentoring program for girls ages 8-16 designed to assist with build the self-image.

Classroom Teacher (1987-1997)

Cleveland, Ohio

- My duties as a classroom teacher included but not limited to the development and implementation of state and district standards in grades pre-k, one, and two.

## **RELATED PROFESSIONAL EXPERIENCE**

Site Supervisor (2007-Present)

University of Phoenix

- My duties as the Site Supervisor included conducting site visits and evaluating pre-service student teachers.

## **LEADERSHIP EXPERIENCE**

Administrative Substitute (2006- Present)

Highland Park, Michigan

- My duties as Administrative Substitute included monitoring daily operation of the school, supervision of staff and student population in the absence of the building administrator.

Summer School Administrator (2006 & 2012)

Highland Park, Michigan

- My duties included the development and supervision of the summer school program, supervision of staff and students, budget management and, payroll submission

## **SPECIAL TRAINING**

- Certificate of Completion (2005-2006)  
Academy for Aspiring Principals  
Wayne County Regional Educational Service Agency Wayne, Michigan  
Title I

## **PROFESSIONAL AFFILIATIONS**

- National Reading Association, Member
- Urban Mentoring Initiative Program., Director

## **CERTIFICATION AND LICENSURE**

- K-12 School Administration Certification
- Professional Teaching Certificate, Michigan Department of Education
- Permanent Teaching Certificate, Ohio Department of Education

## **GRANTS**

- Instrumental in the development of grants for small school and community Project

## **PROFESSIONAL WORKSHOPS**

- Developed and facilitated district-wide professional development workshop on Professional Learning Communities (Present)

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- Developed and facilitated ongoing training for paraprofessional staff (2007-2008 Academic Year)
- Developed and Facilitated staff development workshop on Evidenced Based Teaching Strategies (2010- 2011).
- Developed and facilitated district-wide professional development workshop on Compass Learning and Reflex Math (Present)

Jesse L. Petway  
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pjpconnect@aol.com

## **PRESENT POSITION**

Executive Coach, School Leadership Coach, Math Consultant

## **EDUCATIONAL BACKGROUND**

Bachelor of Science Degree, North Carolina A & T State University, 1965  
Major, Mathematics, special emphasis in statistics, computer science, and economics  
Masters of Arts Degree, University of Detroit, Detroit, Michigan, 1972  
Major, Mathematics, Thesis: "Optimization Techniques for Allocation of Educational Resources"

## **ADVANCED STUDY**

Western Michigan University, Doctorial Level Educational Leadership (50hrs)  
Wayne State University, Educational Evaluation (20hrs)  
Oakland University Teaching Reading Skills in Mathematics (3hrs)  
Eastern Michigan University Bilingual Education (6hrs)  
Michigan State University, Instructional Technology (6hrs)  
Central Michigan University, School Leadership (12hrs)  
Employment Profile  
Retired after 43 years of distinguish service as assistant superintendent of curriculum, instruction & assessment with previous experience as executive director K-12 instruction, supervisor of instructional programs, principal and assistant principal of high and middle schools, department head and teacher.

## **Consultation Profile**

Served as an statistician interim US Office of Education, Washington DC, summer  
Worked as a computer programmer for the Bureau of Census, Suitland Maryland and Pontiac Motors Division, Pontiac, Michigan, summers 1967 & 1968  
Appointed Math Leader, National Reading Project, Oakland University, Rochester, MI 76-77  
Mathematics Instructor, Oakland Community College, Auburn Hills, Michigan, 1970s  
Mathematics & Cadet Engineering Instructor, Oakland University, Upward Bound, 1980s  
Past ten years served as leadership consultant for various Schools Districts across the state and nation and as a mentor for educators on current topics addressing educational reform

Partial List in the Procurement of Competitive Grants, Pontiac Schools, Michigan  
Pontiac Mastery Learning Projects for Reading & Mathematics 1974-82  
Michigan Educational Assessment Program Item Bank Development 1972-75  
Grants to Facilitate Court Ordered Desegregation US Office of Education 1971-1984  
Goals 2000 Innovative Projects, US Office of Education 1985-2000  
National & State Funding Programs for Underprivileged Students past twenty years  
Michigan School Reform Projects 2000-2009

## **Sample of Recognitions**

- Recipient of Scholarships from the National Science Foundation from the North Carolina A & T State University, Wayne State University and University of Detroit in the 1960s
- Army ROTC Pershing Rifles Honorary Drill Team Competition Placed 2nd & 4th at the Cherry Blossom Festival, Washington, DC, 1962 & 63

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- Meritorious Achievement Award  
POP Academic Olympics Program Pontiac Schools, 1979
- Outstanding Contribution, National Title 1 Conference on  
Parent Involvement, Pontiac Michigan, 1980
- TIDE Project Wayne State University, College of Education, 1981
- Who's Who in the Midwest, 1982
- Distinguish Service Award, United Way of Pontiac North Oakland, 1983
- Citation of Merit, Pontiac Area Urban League, Inc.
- Madison Junior High named Secondary PTA Chapter of the Year, 1993
- Secondary PTA Administrator's Award, Pontiac Schools, Michigan
- Distinguish Service Award, Pontiac Area Rotary Club, 1997
- District-wide Eighth Grade Career Day Program
- Learning for Life: Golden Apple Award, 2006
- North Oakland County Boy Scouts of America
- Community Organizations Involvement, LAST 10 Years
- K-For Kids Pontiac Community Organization 2000-2008
- Pontiac Alumni Foundation 2000-2008
- Pontiac Schools Community Collaborative 1998-2008
- Franklin Schools Neighborhood Association 2000-2008
- Membership in several local PTAs since 1980
- Pearson Nova Net User's Group 2001-2008
- Coordinator District Professional Staff Development Committee 1998-2008
- Facilitator Curriculum Alignment & Consolidation Projects 2005-2008Coordinator, District wide Curriculum Council 1998-2008
- Facilitator, Cost Containment & Restructuring Project, 2006-2007-2008
- Pontiac Board of Education Curriculum Sub-committee 2004-200

Glenda F. Pittman Parks  
2919 Cooks Creek Dr. N.E. □  
Grand Rapids, MI 49525 □ (616) 365-3849

### **Education**

Master of Social Work (emphasis in clinical social work), 1994  
WESTERN MICHIGAN UNIVERSITY, KALAMAZOO, MI

Master of Arts in College and University Administration, (Emphasis in Student Affairs Administration and Adult and Continuing Education) 1988  
MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

Bachelor of Science from the college of Human Ecology Major: Community Services 1975  
MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

Credential: Licensed Master Social Worker, (clinical) Expires April 30, 2015

### **Employment**

STATE OF MICHIGAN - GRAND RAPIDS HOME FOR VETERANS, GRAND RAPIDS, MI  
Clinical Social Worker, March 1998 to Present

Primary responsibilities include: preparation of psycho social assessment, serve as a member of a multi-disciplinary TX team, conduct ongoing assessment of cognitive functioning, develop care plans for nursing staff, consult with administrative staff, participate in quarterly and annual care conferences, coordinate referrals at other community service agencies, prepare verbal and written documentation, maintain clinical records ongoing.

STATE OF MICHIGAN - KALAMAZOO PSYCHIATRIC HOSPITAL, KALAMAZOO, MI  
Clinical social worker, June 1997 to March 1998

Primary responsibilities included preparation of biological psycho social assessment for rise in diagnosis/treatment; serve as a member of a multi-disciplinary TX team; provide individual psychotherapy; develop and modify treatment plans as needed; develop appropriate discharge plans; interpret social aspects of mental illness to significant others and community agencies; maintain records and prepare verbal and written responses.

DULING ALTERNATIVE SCHOOL (DAS), JACKSON, MS

Assistant to the Director, October 1995 to January 1997

My primary responsibilities included supervision of 39 full and part-time professional and paraprofessional staff members in an alternative school setting. I was also responsible for building an understanding of the needs of special children in the district and developing an awareness of legal issues regarding students. Develop in service programs for regular, special, and alternative education in devising an individualized educational or individualized instruction plan designed to enhance progress toward promotion, graduation and/or GED completion. Establish contact with parents or guardians and make home visits to gather student background information, provide intervention, and support the student and parents in the home setting. Utilize clinician's approach to assist students in correcting impediments related to their educational, personal, and social development.

FAMILY IMPACT, GRAND RAPIDS, MI

Team Leader, January 1994-October 1995

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Provided leadership and supervision for clinical team of four full-time staff; conducted evaluations; coordinated with upper level management around program management issues; responsible for overall coordination of two cases, crisis evaluation and response. Also, coordinated and held systems meetings, provided court testimony, and advocacy.

#### **FAMILY IMPACT, GRAND RAPIDS, MI**

Clinical Social Worker May 1990-December 1993

Served as a member of the Assertive Community Treatment Team, Duties included: Case management; primary coordination for six cases; family therapy; individual therapy; systems coordination; advocacy; developing assessments, treatment plans, and ongoing case documentation; crisis evaluation and response. Provided leadership and supervision for clinical team of four full-time staff; conducted evaluations; coordinated with upper level management around program management issues; responsible for overall coordination of two cases, crisis evaluation and response. Also, coordinated and held systems meetings, provided court testimony.

#### **SERVICE LEARNING CENTER, MICHIGAN STATE UNIVERSITY, EAST LANSING, MI**

Graduate Assistant, August 1986-June 1988

I served as staff member facilitating the involvement of students volunteering in activities throughout the community. Staff advisor to 6-10 student based community programs and/or community agencies. Selected and trained student coordinators, coordination of specialized program, recruitment, organizational meetings, public relations and presentations for agencies.

#### **GRAND RAPIDS COMMUNITY COLLEGE, GRAND RAPIDS, MI**

Coordinator of Student Services/Dislocated Worker Program, March 1985-August 1986

Supervised support staff team of 4; coordinated overall day-to-day operation of Dislocated Worker Program; prepared statistical reports for Governor's Office for job Training; prepared reports for the Bureau of Employment and Training; Coordinated student services for Community College Occupational Training student body, recruited participants for programs, and administered assessment for students entering programs.

#### **GRAND RAPIDS COMMUNITY COLLEGE, GRAND RAPIDS, MI**

Counselor/Employment Specialist, February 1979-March 1985

Prepared statistical reports, taught employability skills, organized and identified resource persons. Provided crisis intervention counseling; assisted instructors in classroom activities, recruited participants for skilled training. Interviewed, assessed, and selected students, and verified official documents for Veterans Administration.

#### **KENT COMMUNITY ACTION PROGRAM, GRAND RAPIDS, MI**

Coordinator of Home Assistance Program, August 1978-January 1979

Supervised 24 nurse aides and four resource staff; maintained linkage with service providers. Planned and implemented staff training activities, assigned resource staff to various community services projects and conducted follow-up on clients.

#### **GRAND RAPIDS PUBLIC SCHOOLS, GRAND RAPIDS, MI**

Instructional Assistant, October 1977-May 1978

Taught basic reading skills to students with reading disabilities, assessed students being taken from regular English classes and assumed other job related duties.



## SECTION C: ASSURANCES

The applicant entity: **Competitive Education Solutions**

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

## SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.